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ABSTRACT

A national network of six regional curriculum centers and at least 40 state-level curriculum materials centers are designed to identify and provide job training materials. These centers are supported with funds from federal and state legislation for vocational and technical education. The extent to which services of these centers are currently being provided to Job Training Partnership Act (JTPA) programs was the focus of a survey conducted in April 1990. The survey was sent to 47 curriculum centers, with a response rate of 70 percent (33). Of those responding, 79 percent (26) reported that their services were offered to and being used by JTPA agencies and contractors. Types of service being provided included, in order of frequency, free loan materials (85 percent); technical assistance in locating materials for purchase, development, and use (65 percent); use of database (65 percent); telephone consultation (58 percent); workshops and displays at JTPA-related conferences (42 percent); and other services (27 percent), including purchase of texts/videos to meet JTPA needs, sales, and assistance in proposal writing. Types of resources requested most frequently by JTPA included job-specific curriculum guides, basic skills materials, and task lists. Services are being provided by 89 percent of the responding centers without benefit of a formal agreement, and funding by JTPA for services was found in only five instances. The study recommended that formal agreements should be made between JTPA agencies and curriculum centers for service and materials. (KC)

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Study Report

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Services Provided to JTPA by National and State Level Vocational and Technical Educational Curriculum Centers

By
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Sangamon State University

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EXECUTIVE SUMMARY

For many years the Congressionally funded programs designed to provide training to displaced homemakers, dislocated workers, school drop-outs and other out-of-work populations have had a need for training materials.

There is a National Network of six regional curriculum centers and 40 states which have at least one state level curriculum materials center designed to identify and provide job training materials. These centers are supported with funds from vocational and technical education federal and state legislation. The extent to which services of these centers are currently being provided to JTPA was the focus of a survey conducted in April of 1990 through Sangamon State University, Springfield, Ill.

FINDINGS

The survey was sent to forty-seven (47) curriculum centers identified as operating at national or state levels to provide job-related instructional materials and services. A response rate of 70% (33) was received. Of those responding 79% (26) reported that their services were offered and being used by JTPA agencies and contractors.

Types of service being provided included, in order of frequency, the following: free loan materials (85%); technical assistance in locating materials for purchase, development of materials and use of materials (65%); use of database (65%); telephone consultation (58%); workshops and displays at JTPA-related conferences (42%); and other services (27%) including purchase of texts/videos to meet JTPA needs, sales and assistance in proposal writing.

Types of resources requested most frequently by JTPA included job specific Curriculum Guides (88%), Basic Skills materials (76%) and Task Lists (68%).

Services are being provided by 89% (24) of the responding centers without benefit of a formal agreement. Funding provided by JTPA for services was found in only five instances. Funding ranged from over $100,000 for specialized development services to cost of purchased materials only.

Of those centers responding all but one center was interested in providing greater services to JTPA if funds were available to do so.

RECOMMENDATION

The U.S. Department of Labor and state job training agencies should consider joint agreements with existing national and state level vocational curriculum centers as a means to provide service and materials to local SDAs, PICs, CBOs and other trainers.

INTRODUCTION

Since the passing of job training (JTPA et al.) legislation there has been no concerted effort to provide JTPA trainers, counselors and service providers with curriculum resources or training materials. It has been assumed that these needs were being met by a combination of commercial publishers, contracted development by job training agencies and vocational curriculum centers. No evidence of this assumption existed.

The National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) regional Curriculum Coordination Centers (CCCs) and state vocational centers are required to maintain records on services provided. It has come to be understood that joint agreements between JTPA agencies and local schools and colleges have served to depress the data kept by vocational curriculum centers regarding JTPA services. Service requests for JTPA programs being conducted by vocational agencies are recorded as service to a school or community college, not JTPA.

This report describes the findings of a study conducted to arrive at a more concrete description of services provided to JTPA by national and state level vocational and technical educational curriculum centers.

RESPONDENTS

Forty seven (47) vocational curriculum centers were identified as operating at national and state levels to provide assessment, basic skills and job-related instructional materials and services. A survey form addressing JTPA service was mailed to all identified vocational curriculum centers. A response rate of 70% (33) was received.

Centers responding represented a range of size, specialty service, geographic areas served, staffing and budgets. Some centers were major producers/developers of curriculum materials while others specialized in search and library loan.

Twenty six centers, 79% of the respondents, reported that their services were being provided to and used by JTPA service providers, trainers and counselors.

TYPES OF SERVICES PROVIDED

Center services provided to JTPA in order of frequency included the following.

Figure 1 TYPES OF SERVICE

Type of Service	% of Centers Providing Service
Free loan of curriculum materials	85%
Technical assists in locating materials	65%
Development and help in use of materials	65%
Use of center databases	65%
Telephone consultation	58%
Workshops and displays at JTPA conferences	42%
Other	27%

Included under Other Services were acquisition of free materials, purchase of texts and videos to meet JTPA needs, sales and assistance in proposal writing.

TYPES OF RESOURCES REQUESTED BY JTPA

Types of resources requested most frequently by JTPA included:

Figure 2 TYPES OF RESOURCES REQUESTED

Type of Resources	%
Job Specific Curriculum Guides	88%
Basic Skills Materials	76%
Task Lists	68%
Adult/ABE	48%
Guidance and Counseling	44%
Teacher/Instructor Training	28%
Education Administration	28%

Job specific training materials were reported as the most frequently requested materials indicating that JTPA training programs, especially those conducted jointly with local schools, were using curriculum center services. Due to the emphasis in JTPA on assessment and basic skills remediation it is not surprising to note that the second most frequently requested materials were in the area of basic skills.

FUNDING AGREEMENTS BETWEEN JTPA & CURRICULUM CENTERS TO PROVIDE SERVICES

Services of curriculum centers were being provided by 71% (12) of the reporting centers without benefit of an agreement or contract. In these cases services are provided free of charge to JTPA clients and without any funding from federal, state or local JTPA agencies. All vocational curriculum centers operate on Federal Vocational Education Act or state vocational funds.

Of the three centers reporting contracts with JTPA, all were service contracts from the state agency responsible for JTPA. Two centers reported funds for these contracts were from the state educational agency's administration of the 8% JTPA coordination funds. The range of funding was from minimal cost of materials to over $100,000.

STATE VOCATIONAL CENTERS ACTING AS JTPA RESOURCE CENTERS VIA CONTRACT OR AGREEMENT TO COOPERATE

Twenty four, or 89% of the centers responding to this question, reported that no cooperative agreement or contract with JTPA to act as a resource center for JTPA clientele and service providers existed. Three centers reported being the state resource for JTPA and six centers did not respond to the question.

Interestingly, 26 centers reported serving JTPA with or without an agreement or funding.

INTEREST OF CURRICULUM CENTERS IN PROVIDING FURTHER SERVICE

Interest in providing service if funds were available was high, with 91% of the centers responding positively. Only one center stated it was not interested. Two centers expressed questionable interest, indicating that their decisions were based on funding. Comments from respondents appear in appendix D.

FUTURE OF CURRICULUM CENTERS SERVICES TO JTPA

It is clear from the survey findings that curriculum materials and technical assistance are currently being provided to JTPA by state level vocational curriculum centers in a large majority (33) of states. Funds to support provision of such services is minimal with only 5 states reporting funding.

State JTPA and United States Department of Labor agencies should consider funding currently operational national and state vocational centers to insure services to JTPA. Currently services are provided on a gratis basis in most instances. As vocational education budgets are reduced under future legislation, JTPA services are likely to be cut since no funds are directly provided.

Existing state centers and the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) regional centers have in place an efficient and effective system for providing counseling, curricular and administrative resources at no cost to users. These centers and the Network should be fiscally augmented to most cost-efficiently provide needed resources to local Service Delivery Areas (SDAs), Private Industry Councils (PICs), Community Based Organizations (CBO's) and other trainers.

Costs of such expansion would be minimal as the following budget proposed for a state curriculum center operation suggests.

PROPOSED BUDGET FOR PROVIDING CENTER SERVICES TO JTPA

STAFF SALARIES

A.	Research Associate (1FTE)	$25,000	
B.	Library Aide (1FTE)	15,000	
	Total Salaries		$40,000

FRINGE BENEFITS

Est 'd @ .15 x 40,000 Total Fringes	6,000	
		6,000

CONTRACTUAL SERVICES

A. Staff Travel	3,000	
B. Telecommunications @ 200/moX12	2,400	
C. Database Search Services @ 100/moX12	1,200	
D. Printing of Resources, Bibls etc	5,000	
E. Postage @ 200/moX12	2,400	
F. Advisory Committee Expenses	3,000	
G. Equipment Rental	5,000	
H. Meeting Room Expenses & Display Fees	1,500	
I. Purchased Resources (texts, video etc)	10,000	
J. Space rental	3,000	
Total Purchased Services		36,500

COMMODITIES

Consumable library & office supplies	2,000	2,000
Total Direct Costs	$84,500	
8% Indirect Costs		6,760
Total Costs		$91,260

A national JTPA Network could be funded by the United States Department of Labor with a structure similar to the NNCCVTE. State representatives to such a network could meet jointly and collaborate with NNCCVTE representatives at an annual meeting designed to further discussion and sharing of resources.

Much interest in a closer working relationship between job training instructors, curriculum planners and vocational educators has been expressed by both administrative and legislative entities at federal and state levels. The sharing of professional expertise and curricular resources is a most desirable and cost effective recommendation supported by the data from this survey.

APPENDIX A SURVEY FORM

Services Provided by Vocational Curriculum Center to JTPA

April 20, 1990

1. Our Center currently provides services to JTPA-funded education and training service providers.
   ___Yes ___No
   (If "No," go to item #6)
2. Types of services provided include (check all appropriate categories):
   ___Database Services
   ___Loan or Free Curriculum Resources
   ___Technical Assistance (e.g. Task List or Curriculum Development/Verification Activities Customized Training Materials Developed)
   ___Telephone Consultation
   ___Workshops and Displays
   ___Other _____
3. Types of resources most frequently provided to JTPA-funded accounts (check all appropriate categories):
   ___Occupational Task/Competency Lists
   ___Guidance and Counseling Resources
   ___Basic Skills (Academic Content) Resources
   ___Occupational Curriculum Guides
   ___Adult Education Resources
   ___Teacher Prep Resources
   ___Education Administration Resources (e.g. Program Evaluation and Needs Assessment)
4. Our Center serves as the State Curriculum Resource Center for State Department of Labor/JTPA activities by way of an agreement or contract. ___Yes ___ No
   (If "No," go on to Item #6)
5. Our Center receives funds from Department of Labor/JTPA sources to provide services.
   ___Yes ___No

   (Approximate Amount $_____Please note source of funds if known, e.g. voc. 8%, JTPA Title IV, ___ etc. _____
6. Our Center would be interested in providing expanded services to JTPA if funds to do so are made available. ___Yes ___No

Name of Person Completing Form _____
Center Name _____
Address _____ Phone: _____

Any comments or examples of current activities on JTPA would be helpful.

_____
_____
_____

Please complete and return to Rebecca Douglass
(FAX 217/786-6036) by FAX or mail.

Thank you.

APPENDIX B

Summary of Survey on JTPA Services Provided to JTPA by State Level Vocational & Technical Education Curriculum Centers

TOTAL: 47 sent N=33
RECEIVED: 33 70% return

1.	Respondents:	33	
	yes:	26	79%
	no:	7	21%
2.	Types of Service Respondents:	26	
	Data Base:	17	65%
	Loan Free Mat:	22	85%
	Tech Ass't:	17	65%
	Telephone:	15	58%
	Workshop/Displays:	11	42%
	Other:	7	27%
3.	Types of Resources Respondents:	25	
	Task Lists:	17	68%
	G. & C.:	11	44%
	Basic Skills:	19	76%
	Cur. Guides:	22	88%
	Adult Educ:	12	48%
	Tcher Prep:	7	28%
	Ed. Admin:	7	28%
4.	Agreement/Cont: -JTPA:		
	Respondents:	17	
	yes:	3	11%
	no:	24	89%
5.	Funds from JTPA		
	Respondents:	17	
	yes:	5	29%
	no:	12	71%
	Florida: Over $100,000		
	Missouri: Amount Varies		
	Calif: No Amount Stated		
6.	Interested:		
	Respondents:	32	
	yes:	29	91%
	no:	1	3%
	Questionable:	1	3%
	Comment:	1	3%

APPENDIX C

May 11, 1990

Respondents to Survey - JTPA

Office of Adult and Voc. Educ. (AK) - Verdell Jackson
VOICE (CA) - Lynn M. Heisler
Ctr. for Inst. Develop. (FL) - Allen DeGraw
Inst. Mat. Serv. Ctr. (GA) - Orien Hall
AAVIM (GA) - Richard Hylton
WCCC (HI) - L. Zane
IOWA Cur. Assist Syst. (IA) - John Van ASt
IVCC - Rebecca Douglass (IL)
Kentucky - Merle Ink
Louisiana Teach. Resource Ctr. (LA) David Poston
Voc. Cur. Resource Center of Maine (MA) Susan N. Donar
MA Voc. Cur. Resource Ctr. (MA) - James Liablaaten
MI Career Educ. and Voc. Educ. Rs. Ctr. (MI) - Cas Heilman
Inst. Mat. Lab (MO) - Harley Schlichting
Research & Cur. Unit for Voc. land Tech. Educ. (MS) - James E. Shill
SECC (MS) - Ronda Cummings
Center for Research, Curr. and Personnel Deve. in Voc. Ed. (MT) - Gus Korb
NE Voc. Cur. Resource Center (NE) - Nadine Farhlander
Learning Resources Ctr. (NH) - Judith M. Hildebrandt
NECCC (NJ) - Catherine Laipes
VIPS Project (NM) - Carol Bell
Ohio Agriculture Educator Cur. Materials Serv. (OH) - Roger D. Roediger, Director
Cur. and Inst. Materials Ctr. (OK) - Greg Pierce
MCCC (OK) - Tina Florence Sturgess
PDE Resource Center (PA) - No name
SC Dept of Ed., Voc. Cur. Dev. (SC) - Robert T. Benson
South Dakota Curriculum Center (SD) - Judi Zikmund
Educ. Develop. and Training Center (TX) - Mary W. Hendrix
Inst. Materials Serv. Texas A & M Univ. (TX) - Bill Tomlinson
Virginia Voc. Cur. and Res. Ctr. (VA) - Peggy L. Watson
NWCCC (WA) - Bill Daniels
VOC. Studies Ctr. Univ. of WI - Roger Lambert
Cur. Tech. Resource Center (WV) - Keith James

APPENDIX D
JTPA Survey Comments

"I serve on the educational subcommittee for the North Central Texas Council of Governments PIC. Our career guidance materials have been adopted as the vehicle for delivering the pre-employment work maturity skills training. Please let me know if I can be of any assistance." (Mary W. Hendrix, Educational Development and Training Center E.T. Station, Commerce, TX 75429)

"Many of our instructional materials have been adopted by JTPA. A JTPA project out of Washington, D.C. field tested our products and made recommendation to adopt them. We currently have many JTPA customers." (Greg Pierce, Curriculum and Instructional Materials Center, 1500 West 7th Ave., Stillwater, OK)

"We currently have an 8% JTPFA project housed in our office which uses our computerized information system, however our voc ed project received no money from JTPA. Much duplication of effort and services is the result of this arrangement. The JTPA staff works as a middle man in the delivery of information and services." (Lynn M. Heisler, VOICE Voc. and Occ. Information Center for Educators, 560 J Street, #385 --CA)

See Attached (Bill Daniels, Northwestern Curriculum Coordination Center Saint Martins College, Lacey, WA 98503)

"We know the JTPA folks are pleased with our services and find them efficient in delivery, and effective in use." (John Van Ast, Iowa State University, College of Education, 5154-294-8919)

See Attached -- "JTPA has used our materials every summer for the last four years but we have documentation for only the last, most recent usage. We have enclosed lists which indicate the types of materials requested." (Nadine Fahrlander, Nebraska Vocational Curriculum Resource Center, WEW209 KSC, Kearney, NE)

"We provide assistance to JTPA in the same way we provide assistance to all other vocational programs." (Ronda Cummings, Southeast Curriculum Coordination Center, PO Drawer DX, MS State, MS)

"I would hope JTPA would recognize services outside the Dept. of Labor and use what's available. Teacher Training Programs were funded under the Old Manpower Development and Training Act (MDTA) which duplicated the Teacher Training programs in most colleges and universities This was a big waste of government money." (Gus Korb, Center for Research, Curriculum and Personnel Development in Voc. Educ., Box 7751, Northern Montana College, Havre, MT)

"Since many of the JTPA services are provided through voc. ed. and other educational programs, the Center does and should continue to provide those services. We are attempting to expand to other JTPA related audiences." (Cas Heilman, MI Career Educ. land Voc. Educ. Resource Center, 407 Erickson, MI State Univ. East Lansing, MI 48824)

"Our Curriculum Center has always provided materials and services to JTPA service providers. We have not actively advertised the service because our funding comes from voc ed legislation and our priority has to be to vocational educators first. We have jointly sponsored a regional conference on apprenticeship, made presentations on competency based training and competency testing to the USDOL-sponsored apprenticeship conferences in Boston, Chicago and Indianapolis.

"When the Chrysler-\Mitsubishi plant was identified for Illinois, the JTPA and Commerce staff came to our center for training materials. The later contractors hired to conduct training also requested center services.

"The East Central Regional Center of the NNCCVTE also provided inservice to Indiana SDA administrators and the Gary PIC as well as to Illinois PICs.

"The Employability Skills Task List developed by the Ill. Dept. of Adult and Vocational Education was conducted and facilitated by our center. It was later adopted by the local PIC for their training programs and by the Springfield Chamber of Commerce as recommended competencies for all students.

"We have many letters from JTPA complimenting us on our services." (Susie Shackleton, Illinois Vocational Curriculum Center, Sangamon State University, Springfield, Ill.)